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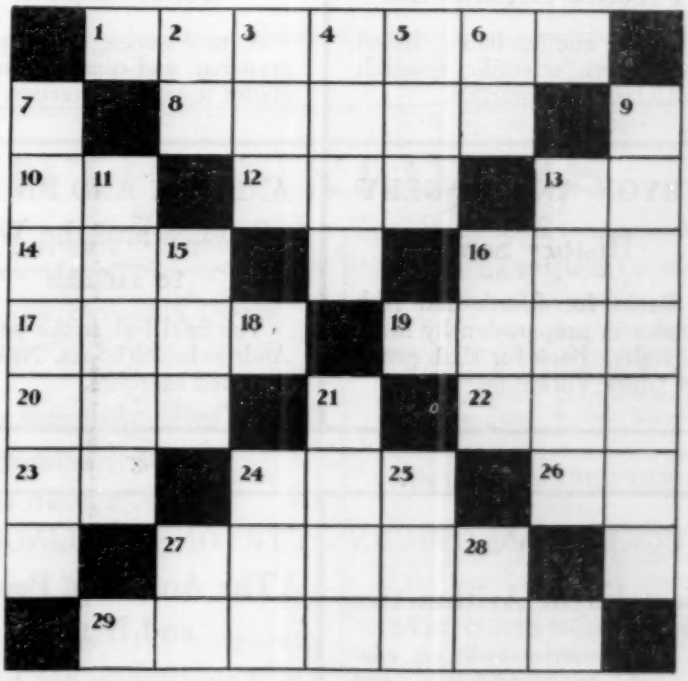
10. A form of the verb *be*.
12. A metal or earthenware vessel.
13. A word meaning *otherwise*.
14. An adult male human being. (Plural)
16. Frozen water.
17. A thought in the mind.
19. To run away from danger.
20. A rule passed by the legislature.
22. A small boy.
23. A word used before a word beginning with a vowel sound or before a silent *h*.
24. At a great distance away.
26. The opposite of *yes*.
27. Worth or excellence.
29. A boy who delivers papers.

Top to Bottom

2. Belonging to, or related to.
3. To tear or cut apart.
4. Handle of a door.
5. Having come face to face with.
6. A word meaning *for example*.
7. Much alike, but not exactly the same.
9. Independence, or the state of being free.
11. A closed automobile with four doors.
13. The vast body of water on the earth which separates the continents.
15. Recently built or made.
16. Sick.
18. A word of one letter.
21. Wheeled vehicle for carrying freight. (Plural)
24. Not many.
25. One of the curved bones in the chest.
27. Myself.
28. Expressing direction toward something.



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Greetings!

Associated Press Photo

From the Mayor of Cleveland

I much appreciate the opportunity afforded through your columns to extend a most cordial greeting to the members of the Department of Superintendence of the National Education Association, whose next convention will be held in our city.

We believe the City of Cleveland offers many advantages which will be helpful to those who attend the sessions. Our magnificent Public Auditorium is unequaled anywhere in this country. Our educational institutions are unsurpassed. Many cultural activities centre here. Cleveland, ever progressive, has always been a leader in forward looking movements in government, education, and in the general public welfare.

I know that I speak for all the citizens of our community when I say that every effort will be made to care for the comfort and convenience of our guests.

Members of the Department of Superintendence, you are sincerely welcome to Cleveland!

JOHN D. MARSHALL

From the Governor of Ohio

It gives me much pleasure to welcome, on behalf of the State of Ohio, the Department of Superintendence of the National Education Association.

No more important duties are reposed anywhere than are given to the educators who are represented in this great body. Ohio is very glad, indeed, to entertain this Convention, and I am sure they will find no more friendly city in the country than our city of Cleveland in which to hold their Convention. Incidentally, I am glad to say that the educational system in Cleveland ranks very high among the cities in our country.

We shall be happy to welcome to Ohio at any time the splendid men and women of the N. E. A. We hope for them a successful Convention and a pleasant sojourn while visiting our State.

MYERS Y. COOPER

From the Cleveland Chamber of Commerce

On behalf of the Cleveland Chamber of Commerce, it is my pleasure to extend a cordial greeting to the members of the Department of Superintendence of the National Education Association, at their 1929 convention in Cleveland.

The Cleveland Chamber of Commerce has cooperated, for many years, with the Cleveland Board of Education, the colleges and other educational institutions in this city. We have gained from that contact thus far, and we trust that the gain has been a mutual one.

Your great educational convention is a very definite contribution to Cleveland's ideas and ideals and it will stimulate progressive work now existing.

May I express the wish that your convention will be most pleasant and profitable to you, as it will be to us, and that five years will not again elapse before Cleveland has the honor of entertaining you.

ALLARD SMITH, Vice-President.

JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS
ISOBEL R. LAY, MANAGING EDITOR

Editorials

Problems for Cleveland

THE winter meeting of the National Education Association brings together the widest range of educational leaders of any one annual meeting in the New World. It can, if it will, be of greatest service to every state, county, city and rural community under the Stars and Stripes. The chief business of the Cleveland meeting is to study the problems of public schools which are the problems of America and of the world today.

The first problem is to secure public confidence in the public schools. Without this no human problems can be solved, for there is no solution of human problems in this democratic age without universal education paid for and dominated by all the people. Autocratic even philanthropic education always exacts loyalty to aristocracy of some kind as payment for whatever it provides.

No educational problem of today will be solved by ways and means utilized before 1920, any more than manufacturing, mercantilism or banking can prosper by machinery, salesmanship or financiering useful before 1920.

The public, not an affectedly fussy few at the top or bottom, but the poised democratic public, demands that for this day forward everything in the schools from kindergarten to professional school shall be directed toward a crimeless democracy in which every one shall be educated to earn a respectable living with reasonable enjoyment without taking the job of any one else.

None of these problems will be solved by theoretical idealists, but by school systems in which teachers, principals, supervisors, and superintendent forget everything else except the solving of the problems of today.

On January 26, 1929, the New York reception given America officers and crew for the rescue of men from Florida's wreckage was the greatest hero worship of modern times, but every one engaged in the rescue insisted upon giving the credit to some else, for literally no one would have been saved if any officer or man in the crew had faltered at any time on that tragic night on the furious Atlantic.

Captain George Fried's name led all the rest in the headlines of every Sunday paper in the world when he brought the rescued Italians to New York.

It was Fried who caught the SOS call of the Florida and figured out where the ship was on the broad Atlantic and found it, and was alongside of it within ten minutes of the time he signaled them that he would get there. There was never anything more wonderful than that when one realizes the kind of a sea he was facing.

But it was youthful Harry Manning, second officer of the America, who captained the crew of the America's life-boat as it was bounced into the raging Atlantic, into yawning furrows of mountainous waves with frantic winds dashing them about.

But it was the crew of the life-boat who took off the Florida officers and men who had lived hopelessly and foodless for days. The radio operator, thirty-six hours at the keys with nothing to eat, caught the America's wireless and answered the rescuing ship. Six of the Florida's Italian crew lay naked in the snow on the deck, six others were crippled by the wrecking of the Florida.

Captain Fried said as they landed in New York: "It was Manning's job." Manning said: "The crew did it." The captain of the Florida said: "They all did it."

In rescuing the real America from her problems it is the superintendent who locates the SOS call from his problem area. It is the principal who takes the life-boat into the tempestuous traditional sea, but the teachers do the real rescuing. They pluck the children from the hopeless ways and means of other days and land them safely, solving problems that will ultimately produce a crimeless democracy with attractive industrial, professional employment for every one.

The public schools will solve no problems of humanity if any thought is wasted in deciding to whom credit belongs for anything, anywhere, at any time.

Cleveland's Leadership

CLEVELAND'S welcome to the superintendents will have special significance because of the part she is playing and has always played in educational leadership—not only in professional achievements, which have been many, but in outstanding men. Aside from Superintendent R. G. Jones, one of the foremost educational statesmen in educational creations, and County Superintendent A. G. Yawberg, whose county has developed wonderful

suburban systems, Cleveland has notable national educators, among whom are Dr. Charles F. Thwing, one of the most famous writers of books and magazine articles; Colonel Leonard P. Ayres, who has been in a class by himself as an educational authority for a quarter of a century, and Henry Turner Bailey than whom no one writes or talks on art in school more artistically.

The business of the schools is to make every community crimeless with nobody jobless.

Educational Achievements

SINCE 1920 there have been more creative educational achievements, more elimination of useless traditional myths, more virility in professional progress than in any other eight years from 1870 to 1920.

There is now more masterful educational statesmanship, more skilful and brilliant educational salesmanship than at any other time in the sixty years that we have known intimately the leading educational statesmen and salesmen.

We functioned in every state in the Union in the nineteenth century, and Nevada, Montana, and Idaho are the only states in which we have been on no program in the last two years, so that our comparisons are from personal knowledge and not from hearsay, nor from questionnaires.

We place searching in the twentieth century far above researching in the nineteenth century.

Glorifying Public Schools

THE distinguishing feature of education in the last eight years has been the elimination of friction in city school systems. The elimination was not universal nor noticeable until quite recently, but is now the dominant factor in practically all city systems.

Superintendents make no claim to being the whole thing. They are not band leaders. They do not assume to whip every teacher into line, getting perfect harmony, and then, when applause comes, turn about and accept all the honor.

There is practically no city in the country today where there is serious friction between the administration and teaching department. Teachers are as anxious to improve as superintendents and supervisors are to have them improve. Superintendents are peacemakers instead of pacemakers.

As a result there are more vital achievements in school work of a creative nature, started by city superintendents and demonstrated by classroom teachers, than were dreamed of before 1920.

Instead of lying awake nights over distressing and exasperating situations, superintendents dream of glorious achievements and awake to inspire teachers to help them solve professional problems which bring fame to the system.

This remarkable transition from domineering to dominating makes statesmen of superintendents and salesmen of teachers, a professional condition practically unknown before 1920. This makes big business of public education much more successful than Public Utilities and municipal operation combined.

Check up the general program as to the percentage of emphasis on getting money and the best use of money.

Opinions vs. Deeds

THE Minneapolis program in July was notable because of the spirit of achievement that was throbbing in every program. There has never been anything comparable to that meeting.

The value of the Cleveland meeting will be decided by the relation of professional opinion to demonstration and reports of educational achievement of school systems of today.

Remember as you listen that the day-before-yesterday never made today.

Remember that the person who walks backward never goes where he is looking.

World Federation an Investment

TO RAISE civilization of the world a few degrees will be worth millions of dollars to the United States, for the market for any good thing is vastly better when civilization is raised.

If the World Federation accomplishes no more than to rescue uncivilized people from the state of illiteracy it will pay a thousand per cent. on all that it costs.

Financial credit of uncivilized people is negligible.

American banks can well afford to assume the entire expense of the World Federation because of what it can do in improving the financial market for surplus money.

The Geneva Conference will be worth millions of dollars to the United States. There is nothing so wholesomely inspiring as a conference of the leaders of many nations concentrating their thoughts on a common problem.

There have never been three such world conferences in a common cause comparable to the World Federation meetings in San Francisco, Edinburgh, and Toronto. The meeting in Geneva can be made more serviceable to civilization than the sum total of the influence of the other three.

The value of the Geneva Conference of the World Federation will be heightened immensely if manufacturers, financiers and statesmen of every country, of the United States especially, appreciate how much it means industrially, financially and civically to have educational leaders of all highly civilized countries considering the best way to do the best

thing immediately for the promotion of civilization.

Universities will do well to give a semester's credit to every traveler who will go to Geneva with a group of delegates to the World Federation and stay with them in Europe for two months.

Nothing can do as much for this cause as traveling with such a group, anticipating opportunity en route, participating in the sessions, and accepting responsibility for promoting the cause from month to month thereafter.

The inspiration of comradeship with such a group is infinitely more valuable than traveling alone or in a party with miscellaneous interests.

Nothing could be more exalting, more ennobling than to have one's comradeship for a few weeks as wide as the problems of all races and nationalities of civilized and uncivilized peoples.

College Boys

WE ARE not inclined to write about college boys, their manners, and work, because it is liable to stir a "thundering" noise of opposition that reminds one of the man who thought there were a thousand frogs in his pond.

But when a man of such commanding prominence as George W. Wickersham, former Attorney General of the United States, tells the Episcopalian Club of Massachusetts that "College students of the present day have a great deal more religion and are a much more decent lot morally than their fathers or grandfathers," we think it worthwhile to pass that statement along.

The general program is primarily one of high repute. Every man—and there is no woman—has a faultless professional reputation.

What Is a Professor Worth?

EDGAR ALBERT BURNETT, Chancellor of State University of Nebraska, issues an appealing bulletin on the subject, "What is a Professor Worth?" as he asks the Legislature for an increased appropriation of $263,000 for the next two years, $131,500 a year increase.

We venture one statement. There are thousands of elementary school teachers in the United States who receive several hundred dollars more in salary than the average of 46 per cent. of the faculty of the University of Nebraska. There are thousands of city superintendents and principals who receive much higher salaries than do the full professors of this university.

We would never have thought this possible had not the chancellor exposed the condition in this university. Are there other universities in which the conditions are as disgraceful as this?

Harvard University recently invited a private school teacher to join its faculty, but the offer was $1,200 less than he is receiving. He did not accept.

It is unthinkable that any legislator will oppose the increase asked for.

Is There a Rival?

FORTY-FIVE graduates of Boston University are now university or college presidents. Seventeen are bishops, while the judges and eminent attorneys are too numerous to count.

Notice, only graduates of Boston University are counted.

Those who have been in close touch with this university and its graduates are not surprised. Its graduates are educational leaders in every section of the United States. In the language of the day Boston University has been "sawing wood." It now has 14,000 students, and nine-tenths of the maintenance comes from the fees of the students. Where is there a rival in this combination of achievements?

Check up every speaker on the general program as materialistic or vitalistic.

Kersey Succeeds Cooper

VIERLING KERSEY, assistant superintendent, Los Angeles, succeeds William John Cooper as California state superintendent of public instruction. This appointment gives great satisfaction to the school people of Southern California.

Mr. Kersey is admirably qualified for this service, and has the personality as well as experience especially desirable.

In announcing the appointment Governor Young issued the following statement:—

"I would say that the appointment of Mr. Kersey comes as the result of a very exhaustive study and many interviews with leading educators all over the state both on my part and by others whom I delegated for the task.

"Mr. Kersey is a native son of California. He was born in the city of Los Angeles thirty-eight years ago.

"His education has been in the schools of Los Angeles. He is a graduate of the old State Normal School, now a part of the University of California, and holds the degrees of bachelor of arts and of master of arts from the University of Southern California.

"He has served the city of Los Angeles as teacher, vice-principal, principal, supervisor and assistant superintendent for almost twenty years.

"Mr. Kersey possesses the advantages of being actively engaged in public school work, a wide acquaintance among the superintendents of the state, the health and vigor necessary for the heavy responsibilities of this office and the residence in Southern California."

Belding's Page

PHYSICAL ARISTOCRACY

INTELLECTUAL education is being democratized. No longer is it directed at the needs of the brightest minds only or even chiefly. How it is reaching down to the lower levels is a fact well known.

With physical education the case is different. In this field the prevailing tendency still is to train those who already excel in bodily powers, letting the weaklings trail along in the dim distance with little heed given to their needs.

The athletic stage has not yet yielded to the stage of physical upbuilding for all.

The value of games can hardly be disputed. The participants gain from them certain benefits of alertness and team play which are not to be had from mere gymnastic drill. Manipulation of dumbbells has rarely been known to remake a human "dumbbell" into anything less dumb.

For some reason or other the obsession persists that athletics are for the chosen few and not the many. Elimination of the unfit is the jungle law which operates all too generally in the gymnasiums and on the playgrounds of American schools.

One year ago the boys in a certain junior high school were organized into a large number of basket ball teams. Every boy who was physically able to play the game was given an opportunity with lads of his own age and approximately equal ability. The result was a splendid distribution of fun and wholesome exercise, with every boy learning at least the rudiments of the game.

This year in the same school there are a few class teams and a school team. Basketball is being monopolized for the sake of those already endowed with superior bodily gifts.

Not for such purposes do communities build expensive gymnasiums and provide liberally paid instructors.

Physical training must get out of its jungle period into a period more nearly befitting the present social order. It may become necessary to suspend interscholastic athletics for five or ten years, to enable physical instruction to discover its real responsibilities.

OFF-CAMPUS WORK

DR. TREVOR ARNETT, as president of the General Education Board, has gathered much authentic data on the matter of salaries paid to college instructors and professors. He has learned, among other things, that the average member of a college faculty feels obliged to supplement his income with outside earnings. Off-campus earnings average about fifteen per cent. of the salary received from the college itself.

Presumably an impairment of teaching is one result of this outside activity—though there may be exceptions; cases in which instruction gains from a broadened outlook.

Dr. Arnett suggests that colleges would accomplish better results by paying 15 per cent. more to their faculties, in exchange for agreements that full time will be devoted to the work of the institution.

In some instances faculties might be reduced in number if this suggestion were followed. But in most cases increased budgets would be necessary.

So much off-campus struggling certainly cheapens the profession in the eyes of the public.

LUCKY LINGUISTS

USE of the English language throughout the world is believed to be growing steadily. English is becoming the "over-language" that the devotees of certain artificial languages tell about.

Now it is a mighty lucky thing for America that English has been thus selected as the universal medium of speech—if it has. For if some other language had been chosen, the American people at their present rate of progress in modern languages would require at least a thousand years more to master the vocabulary and usage.

The teaching of French, Spanish, Italian and German in the public schools of the United States labors under a twofold handicap.

In the first place, children are not taken early enough. Boys and girls of high school age do not readily form new speech habits. They have gone beyond the time when a language can be most readily acquired in the natural manner, by imitation.

In the second place, modern language instruction suffers from a dearth of competent teachers. The average teacher of these subjects is an imperfect product of our imperfect system. She has learned to read and to translate. She can rattle off a few phrases of so-called conversation. But it isn't second nature. Hence she avoids conversational work as much as possible and stresses book work. This would be all very well in dealing with Latin perhaps. The pupil is not expected to converse in Latin.

When modern languages are taught to mature students chiefly, and by teachers who follow the technique of teaching a fixed or ancient tongue, it is small wonder we are a one-language nation.

Unless modern languages can be taught so as to give something more than a smattering of them, why try to teach them at all?

Anson W. Belding

Associate Editor.

Aims of the Cleveland Program

By F. D. BOYNTON

THE program of the Cleveland Convention of the Department of Superintendence will centre around the following thesis: "How Can the Public Schools Better Serve Democracy, Increasingly Produce a Higher Type of Citizen?"

In this one terse sentence we have the aim of public education, one of the objectives of the church and the hope of good citizens everywhere.

On Sunday, February 24, every minister in America is invited to discuss this thesis. School people who read this statement are requested to ask their local clergy of all denominations to devote the morning session to the discussing of this joint objective.

FRANK D. BOYNTON
President of the Department of Superintendence, and Superintendent of Schools, Ithaca, New York.

The program for each of the four days will undertake to answer in part the question set up in our thesis. For example: Monday's theme will be "How can we approach the objective set up in the convention thesis by a *Better Financing of Education?*" There will be three speakers at the first general session, each dealing with a phase of this problem. In the afternoon there will be nine discussion groups each with four prepared speakers carefully selected who will continue the discussion for an hour, when the meeting in each group will be thrown open for discussion from the floor. In the evening there will be a mass demonstration of physical and health education by the children of Cleveland illustrating how we undertake to make better citizens through the physical uplift of the schools.

On Tuesday the theme will be: "How can the convention thesis be realized through a better articulation of the units of American education from the kindergarten through the college?" The general session Tuesday morning will have four outstanding leaders of national repute to discuss certain phases of this theme. Again in the afternoon nine other discussion groups with four picked speakers in each will discuss details of this part of the problem for an hour and then continue the discussion from the floor. In the evening a joint session will be held with the American Educational Research Association, in which we will undertake to show how the convention thesis can be in part realized through research in education after the fashion adopted by other large forms of business.

On Wednesday the theme will be: "How can we accomplish the object set up by the convention thesis through a *better selection of the candidates entering Teacher Training Institutions, modernizing and intensifying their courses, a more severe weeding out of candidates during the training process and better conditions and compensation for this superior product?*" Four speakers have been selected for the forenoon general session program. Again in the afternoon nine other discussion groups will continue the discussion after the manner of the two previous days.

The climax comes on Thursday. On this day the theme is "How can the convention thesis be realized through Character Education?" For the general session three speakers have been selected. The final session of the convention, Thursday afternoon, will be closed by addresses by Dean Paul V. McNutt, of the Law School, University of Indiana, and president of the American Legion.

Not a single discussion group of the twenty-seven but that is strong enough to be placed on a general sessions program without changing a single speaker. No speaker on any program is there excepting by invitation after it first was ascertained that by his achievement he had earned a place. There will be many new faces, but all have something back of them.

Come and see!

What Ohio Is Doing

By J. L. CLIFTON

IT IS DIFFICULT for a complex Department of Education to name one outstanding problem, and it is perhaps impossible for our department to name any distinctive contribution to education which it has made. The most interesting experiment now being conducted in Ohio is the Ohio School of the Air. From 1.30 to 2.30 on the first four afternoons of the school week a program is given from a high-powered station which may be picked up by any radio set in Ohio, Indiana, or Kentucky. The programs include talks on govern-

J. L. CLIFTON
Director of Education, Ohio

ment by those who govern, addresses by eminent men who happen to be in the state, travelogues by professors of geography and others who have traveled in the interesting regions of the earth, history dramalogues arranged by history classes and professors in our colleges (and perhaps eventually by high school classes also), stories for little children, literary recitals for older pupils, health talks, physical education exercises, vocational advice, and perhaps eventually many other things. This has been in operation only a very short time, but it is so distinctive and, we believe, promises so much, that we are glad to mention it.

Our outstanding problem in education is really school support, and there we think we have made more of a contribution than we are usually credited with. So far as we know, this is the only state in which aid is given to weak school districts strictly according to need without any hampering restrictions. If a district has taxed itself to a moderately high rate and cannot maintain its schools with that income, the state pays the remaining amount necessary to the district. As this is derived from indirect taxation appropriated from the general revenue fund of the state, this does not take property tax money from one district to be given to another. It merely employs those general resources of the state so as to make complete education possible in the poorest district. Only in the very poorest districts can this state money be used to help sink bond issues for school buildings. However, it can be used for equipment and even major repairs where needed without that restriction. By means of this fund we are trying to give every poorest and most remote district—and there are many of them in this state, especially in the very hilly regions—really prepared teachers, sanitary buildings, good teaching equipment, music, libraries, and everything that goes into real schools. Besides, comfortable and convenient transportation systems are not confined to districts with plenty of money of their own.

The Ohio law is distinctive in that it enables the director of education to order *any* change of policy or specific act for the good of the schools on any local or county board of education as a condition of securing state aid. For instance, we can get a strict enforcement of the attendance laws, can have districts re-shaped, and buildings moved. It is impossible under our law for a district to fail to meet the requirements by under-taxation, and thereby to have as poor a school as it pleases, for the director of education can order on the additional levy necessary if the local board fails to propose the rate or the people fail to sustain it. Our only trouble is that such a program is a very expensive one and the appropriations by the legislature have not been sufficient to sustain it. We ran behind last year about $800,000, but by the time this article is in print we are sure the legislature will have supplied the deficiency. We are also quite confident that they will furnish hereafter four million dollars per year, which will be sufficient within the next few years and will enable us to push ahead the improvement program. We wish to aid many districts in building gymnasiums, establishing manual training and home economics departments, installing modern sanitary equipment and artificial lighting up to standards, and in the replacement of one-room schools with consolidated schools.

One peculiarity of the situation is that in many cases districts with ample financial resources are less progressive in respect to such improvements than these poor districts which we can aid. That is producing some strain, as these unprogressive districts look upon these improvements as luxuries. One of our problems is to find means of convincing all the districts of the state, of whatever financial standing, of the necessity of a generous school policy.

DISSATISFIED

School executives will be given an opportunity to find out if they can make good in business

No wonder some of the most capable and successful school executives are the most dissatisfied! For they are beginning to realize that the same ability, energy and resourcefulness which they bring to their school work, *pays thousands of dollars a year MORE in the world of business.* Each year they miss more and more BIG SCHOOL MEN from the departmental conventions. More and more frequently they hear how others are making tremendous success in this or that line of business.

AND some of our best school men are beginning to understand that there are just as fine opportunities for constructive, *educational* work in the business world as within the walls of the school house. And that these positions are free from the petty annoyances and politics which so often accompany school work, particularly in the high places.

School executives, principals, teachers often have an unsuspected, a latent genius for business. Given an opportunity with the right company, with the right product or service, they reach the heights, both in earnings and positions. Woodrow Wilson came from the school and the list is long and notable.

Test a Career in Business— Without Risk!

But you want to "play safe," of course. You want to be *sure* the business opportunity measures up to your standards—will be congenial—and that you can succeed in it.

This organization of former school people has worked out a plan where you may *test* the possibilities for money-making, *measure* the opportunities for service, *try out* your fitness for the work, see how you like the atmosphere and objectives and personnel of the new work—without "burning your bridges behind you" —without giving up your present position or jeopardizing your seniority. Then, and not until then, need you consider a permanent connection.

CALL AT BOOTH 255

Public Auditorium during the Cleveland Convention of the Department of Superintendence, February 25th to February 28th, for complete information about our organization, product and the opportunities open to school executives.

Many of our highest-paid executives can tell us how, when they joined us, it was with the fear that they had no "business ability." And how quickly they made good, how rapidly they have advanced since breaking away from school work, and devoting themselves permanently to our work.

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Men and women are invited to discuss this opportunity with us, in person or by letter. Christian (Protestant) school executives with energy, personality and ability to direct others, will find here the chance to earn a larger income immediately, in addition to far more rapid chances to grow and advance than are possible in school work.

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The Elementary Principal

By ARTHUR S. GIST
San Francisco

THE Department of Elementary School Principals of the National Education Association has for its main purpose the stimulation of the elementary school principals to analyze their chief functions that they may perform the highest type of efficiency possible.

It is hoped that this department will develop a group consciousness among the principals which will tend to raise the level of all phases of elementary education.

At the time this organization began, the first president, Leonard Power, and other leaders, saw clearly the value of affiliating with the National Education Association. This affiliation meant much to the department in getting well started. It has continued to mean much in the rapid growth, in certain research studies and in all publications of the department.

The number of members has increased rapidly from a few hundred to several thousand interested, loyal, and helpful principals. Superintendents and supervisors in large numbers have become members, have contributed to research studies, and have stimulated the principals generally to support this work.

The department publishes three professional bulletins of sixty-four pages each, and one scientifically prepared yearbook of some 400 pages each year. Interest in the activities and publications is constantly increasing. One indication is noted in the increased number of copies of yearbooks purchased by non-members. Up to May 31, 1925, but 500 copies of the first three yearbooks were purchased. This number has increased constantly with 620 copies of fourth yearbooks purchased; 1,000 copies of the fifth yearbook; 800 copies of the sixth yearbook, with the cost of single copies advanced to $2, and with nearly 1,400 copies of seventh yearbook sold the first few weeks after its publication.

The department holds two meetings each year, one in the winter in connection with the Department of Superintendence and the other in the summer with the general meetings of the National Education Association.

The yearbooks are mostly edited publications,

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bringing together research studies of groups of principals and individuals in various parts of the country. The executive committee of the department favors the preparation of yearbooks treating a variety of topics that as many problems of principals as possible may be presented. The editor is finding more and more a tendency of principals to analyze their problems scientifically. This results in yearbooks of constantly increasing value. The seventh yearbook, not an edited publication, is the report of a committee composed of nationally known educators under the chairman-

ARTHUR S. GIST
Editor, Year Book, Department of Elementary School Principals, N. E. A.

ship of Principal W. T. Longshore of Kansas City, Missouri.

This reports covers some three years' work in investigating and setting up standards for training and service. It will likely serve as a valuable guide to professional schools and public school systems in shaping plans for improving the efficiency of the principals of the country. It is the plan of the department to prepare an exhaustive report upon some one problem about one year in five or six as was done with the seventh yearbook.

The research services offered by the research division of the National Education Association headquarters are of increasing value. This division assists in planning investigations, in the collection and tabulation of data, and in functioning as a clearing house of studies principals are undertaking, that all educators making or planning studies in this field may know what has been done and what is being undertaken.

The future of elementary school principals is especially promising as they have increasing opportunities to study their problems scientifically and to perform valuable services in raising the stan-

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dards and achievements of elementary education. It is the hope that the department will lend its aid toward the formation of a code of ethics for principals which will further advance the high type of service now rendered. This code of ethics could well include an anti-politics item which would made it uncomfortable for any principal to cause trouble for his superintendent, solely because the Board of Education did not select the principal as superintendent when a vacancy occurred.

The idea of a single salary schedule applied to principals should be advocated on all occasions. Over one hundred and fifty cities have such a schedule as applied to teachers, with but one city having such a schedule for principals. This city is experimenting with it, and hence is making no announcement at the present time. Several cities claim to have it, but investigations show in some cases a lack of understanding of the principle of a single salary schedule as applied to principals. It means a schedule which ignores type of school, merely considering successful experience, preparation, size of school. In other words a principal of an elementary school of 1,500 pupils will receive the same salary as a high school principal with an enrollment of 1,500 if experience and preparation are comparable.

This department of elementary school principals has made a splendid record which is likely to continue and improve in years to come.

Awakening

By JOHN LISTON

MISS MERCER was standing at the door of her room, and Miss Mencken, to all intents and purposes deep in a book, studied her covertly, wondering whether she, too, would reach that stage one day; for Miss Mercer was of the old school, withered, emotionless, mechanized.

Miss Mencken's lips tightened. At forty she bade fair to be on that road. She was a beautiful woman, lovely-eyed, fair-haired, smooth of skin. But she was at least a foot too tall, and her voice was an octave too deep. Therein lay her tragedy.

At sixteen every one had told her not to mind her height; it might make a difference with boys, but it wouldn't with men. On this slight hope Alice had had to comfort herself when she saw girls with half her looks and brains rushed, while she remained at home. She must have believed her elders' assurance, for she had never really given up the idea that some place there was some one to whom her proportions would not matter. Alice Mencken was a creature cut out for life in a home with husband and children. But twenty-one came, twenty-seven came; she was now in her thirties—and no man had given her the privilege of saying either "No, thank you," or "And I love *you*." Casual men in her life, yes, men who enjoyed being seen with her because it flattered their ego to have so striking a companion. Inevitably, however, when they married they had chosen girls of medium height or less.

She became a teacher in the high school. She was twenty-three then, full of confidence in herself and what the future held for her. She was certain that she'd never make the mistakes that had been made by her teachers; Miss Granger, for instance; her Latin classes were the dullest and drabbest in a school of dull courses. Miss Hardy, who was forever losing her temper, and Miss Brown, who was always playing politics and pulling strings. No, she'd never stoop so low.

Nor did she. Bright, witty, and entertaining, she made her periods stimulating to the veriest trifler, and her high rectitude of character caused her to ride serenely past all quicksands and pitfalls.

After thirty the world had seemed not quite so rosy. She had a feeling that the ground was slipping from under her. No longer was she certain that she wanted to marry, but her lack of opportunity galled her. Without pride or vanity she knew herself to be superior to the ordinary run of women. But now fewer men asked her out to dinner; none had ever taken her to a dance. Like a canker at the heart her bitterness waxed. That which had been a source of innocent amusement to her and her friends, now threatened to be her ruin. She could no longer laugh when a voice over the telephone addressed her "Yes, sir." "No, sir."

Mary Marquis, by all odds the most attractive girl in the school, an extraordinarily pretty girl, small of stature, but beautifully proportioned, was stumbling through her recitation. Miss Mencken regarded her out of hard eyes. How she envied her!

"Did you, or did you not, prepare this lesson?"

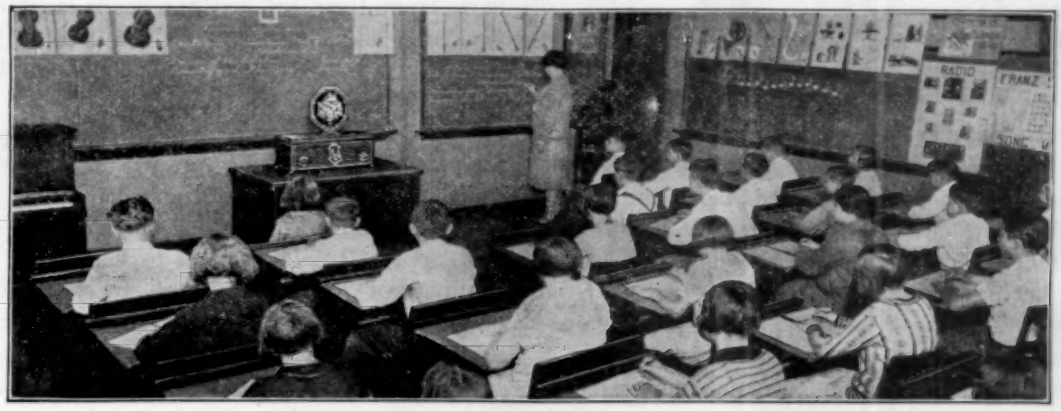
"Yes, Miss Mencken, I did."

"Then why can't you recite on it?"

"I know it, Miss Mencken, but I just can't say it."

The long-suffering smile peculiar to teachers the world over faintly relaxed Alice Mencken's lips.

"Come to see me after school, Mary. I want to have a serious talk with you. Rhoda Holmes, will you recite, and show Mary how a prepared lesson should go?"



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Rhoda, the homeliest girl in the school, began to stumble through the assignment. Her plain face was screwed up painfully, and through her owlish spectacles her eyes looked small and dull. Miss Mencken helped her tactfully, and, encouraged, the girl collected her wits and floundered to the end.

"Very good, Rhoda." Quite unconsciously the teacher's eyes darted maliciously in Mary's direction.

Between periods Miss Mencken could not forget the almost fearful glance that Mary Marquis had cast at her as she passed from the room. Why should a child look at her like that? She couldn't help it if a pupil didn't know her lesson. Upon her reverie burst shrill giggles from the dressing room. Altogether too much noise. She must put an end to such unseemly mirth.

Anne Stewart, Dorothy Raymond, and Barbara Kent, the three prettiest girls in the next period, were so absorbed in themselves that they failed to perceive Miss Mencken standing on her side of the half-wood, half-glass partition.

"I bet I'm homelier than you, Dodo."

"I'll bet you are, too," retorted Dorothy, in a matter-of-fact tone.

"You two have it easy," said Barbara seriously. "Neither of you has as much beauty and style as I to conceal."

"Applesauce!" shouted the other two in unison.

"We'll know just who's the plainest in a jiffy. The one that Mencken helps the most and snaps at the least is undoubtedly the ugliest."

Meanwhile they were busily rubbing the powder from their round cheeks, slicking their crisp locks back from their unlined foreheads, tucking away necklaces and rings, and, in the case of Barbara, who wore a two-piece dress, pulling the skirt awry.

Miss Mencken shrank away from the partition. Eavesdroppers! Their reward was always the same. Her face burned and her eyes smarted. She trembled, and clutching the jamb of the door for support, feebly tottered to her seat.

Whatever quirk may have gnarled her nature like a scab on a fair apple tree, she had never dodged an issue; she had never refused to look herself in the face. She thought straight and to the point. Incredulously she tried to assure herself that she hadn't permitted her bitterness any such petty revenge. Her disappointment was a part of her life to which she admitted; but her spirit shriveled before the monstrous picture of tyranny she must have presented to these girls, whose fresh beauty had stabbed her. Could it be that she had driven these lovely little things to such a subterfuge? Why, Miss Mercer and Miss Hardy and Miss Brown had not among them a

Three years ago

The Practice of Teaching in the Secondary School, by HENRY C. MORRISON, was the outstanding publishing event at the N. E. A. Convention in February.

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weakness or a foible comparable to hers!

The new period was about to begin. The miserable, chastened woman pulled herself together. The long file of boys and girls glided or shuffled to their seats. If her hands shook, her voice was firm.

"Period's begun. Barbara, will you begin, please?"

Miss Mencken wondered why she had never noticed that apprehensive expression that seemed to overshadow beauty and intelligence in the girl's frank face. She saw it now as it descended like a pall of darkness, and again a stab of pain constricted her heart.

Stumbling, faltering, Barbara recited:—

"'Tomorrow, and tomorrow, and tomorrow,
Creeps in this petty pace from day to day,
To the —last—wor—'"

"'To the last syllable,' Barbara," interposed Miss Mencken gently.

"'And all our—our—uh—'"

"'Yesterdays,'" prompted Miss Mencken.

"'And all our yesterdays—'

I'm afraid I'm not very well prepared, Miss Mencken," said Barbara, desperately.

"What excuse have you, Barbara?" The mildness of the tone took the girl completely off her guard.

"Well, uh, I suppose—I just was careless, Miss Mencken. I'm really awfully sorry." She gave her skirt a straightening twitch, and with a quick finger released a curl to its resting place over her ear.

"Anne Stewart, are you prepared?"

"No'm."

Miss Mencken's eyes narrowed slightly.

"Dorothy Raymond, how about you?"

"No'm."

"How many in this class don't know their memory work?" As half the class raised their hands: "There'll be an extra period after school today."

* * *

Probably one of the happiest moments of Alice Mencken's life was when Barbara, Anne, and Dorothy, arm in arm, curled, powdered, coquettish, strolled into her after-school session.

"Good afternoon, dears," she greeted them.

"Good afternoon, Miss Mencken." Three friendly smiles flashed back at her.

"There is so much good in the worst of us,
And so much bad in the best of us,
That it ill behooves any of us
To find fault with the rest of us."

What Makes the Wind to Blow?

Read about it in the interesting eleven-page story of "The Weather," by Dr. W. J. Humphreys, of the U. S. Weather Bureau. It is typical of the articles on the many subjects treated in the new and different reference library, made for the use of the grade and high school students.

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Cleveland Schools

By R. G. JONES

Superintendent, Cleveland

VISITORS to the convention of the Department of Superintendence of the National Education Association will find in Cleveland a school system which prides itself on the extent to which it has carried homogeneous grouping.

They also will find a school system operated without politics, spending $17,370,722 this year, furnishing instruction to 145,000 children, operating 154 buildings, and selling adult education at cost to 12,000 men and women in night classes.

Children are sectioned on the basis of intelligence in X, Y, and Z groups. The superintelligent are drawn out of the X groups into "high I. Q." classes. The mental defectives are segregated for specialized instruction with emphasis on manual operations. Sunbeam School is operated for crippled children, who are transported in motor busses at the expense of the Board of Education. Alexander Graham Bell School trains the deaf for positions of usefulness. There are special classes for the overaged, the blind, for children with defects of speech, and the undernourished.

Two institutions which have attracted national attention and which Cleveland believes to be unique are Thomas A. Edison School for boys and Jane Addams School for girls.

The former has an attendance of 1,000 pupils who have been classified as "behavior" problems. The boys are chronic truants, for the most part, transferred from the regular schools of the system, with the Board of Education paying their car fare. Instruction is predicated on the theory that truancy is a symptom of maladjustment to the regular school program, and the ideal of the school is to search out the interests of the boys and to build a curriculum that will stimulate them to succeed in terms of their own talents. As might be expected, most of the boys prove to be mechanically rather than academically inclined, and the school emphasizes manual training.

After five or six months in Thomas A. Edison School, the pupils are transferred back to the neighborhood schools from which they came. The facts that the school has an almost perfect attendance record and that many of the pupils beg to remain longer, argue that the school not only

[Continued on Page 196.]

All Young People See Motion Pictures. Do They See the Best? What Part Can the School Have in This?

The Better Films National Council of the National Board of Review of Motion Pictures offers a service which will help school people to keep informed of the most worth while or "selected" films. The selected films listed in this service are classified as to age group suitability.

It offers also a community plan by which school authorities can co-operate with Parent-Teacher Associations, the Mothers Clubs and other local organizations in securing better motion picture programs in the theatre.

This plan stresses juniors' matinees and week-end family nights.

The National Board of Review Magazine published monthly carries news of how this plan functions in different communities, articles on various angles of the motion picture and reviews of the better photoplays.

Of interest also to schools is the list of selected pictures adapted from books and the classified lists of films on such subjects as health, education, forestry, thrift.

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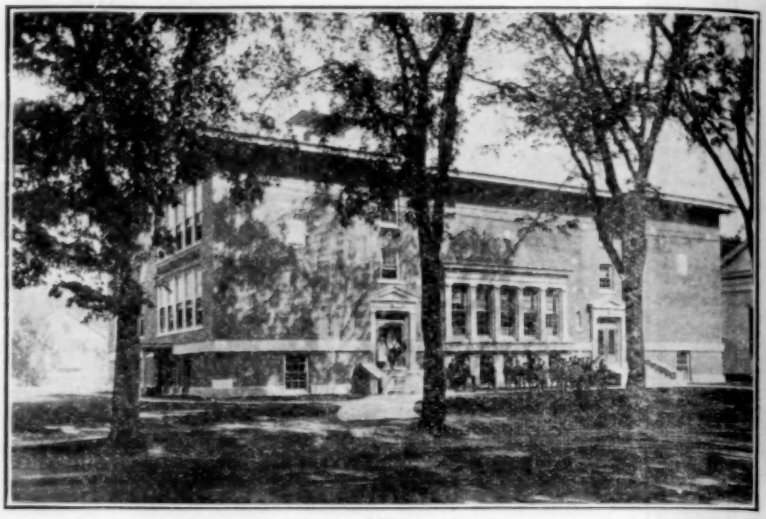
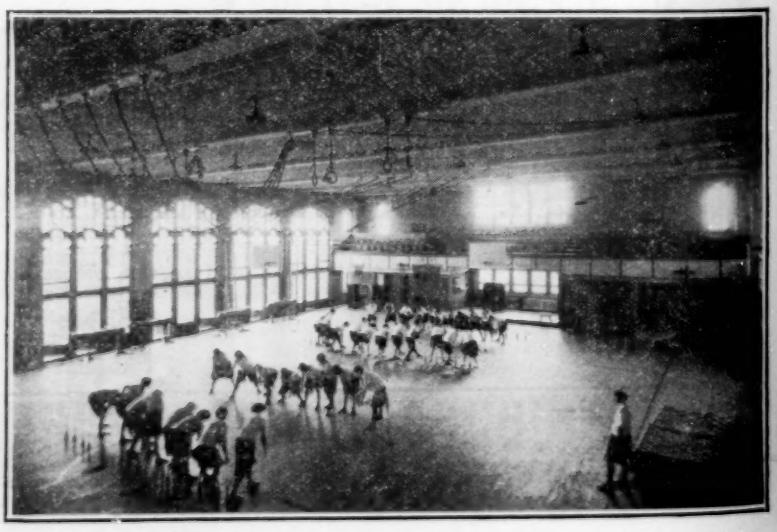


The **AUDITORIUM** of the **THOMAS SNELL WEAVER HIGH SCHOOL** at Hartford, Conn., meets the needs of the school program and serves the community by furnishing an admirable hall for meetings, lectures, rehearsals and concerts. An unusual feature is the effective enlargement of the stage by rolling away its back partition, and adding the Music Room as may be seen by the illustration. The banked seats of the Music Room, capacity 250, may be pushed forward on rails and wheels, and add to stage seating room.

The **GYMNASIUM** of the **THOMAS SNELL WEAVER HIGH SCHOOL** in Hartford, Conn., is one unit in a great school plant costing $1,500,000, in which the Gymnasium and Auditorium are terminal features in a facade of architectural beauty. Fitted in floor capacity, equipment, accessory rooms, which include those devoted to the School Physician as well as the Physical Director, for the requirements of a comprehensive high school, it has few equals in the country.



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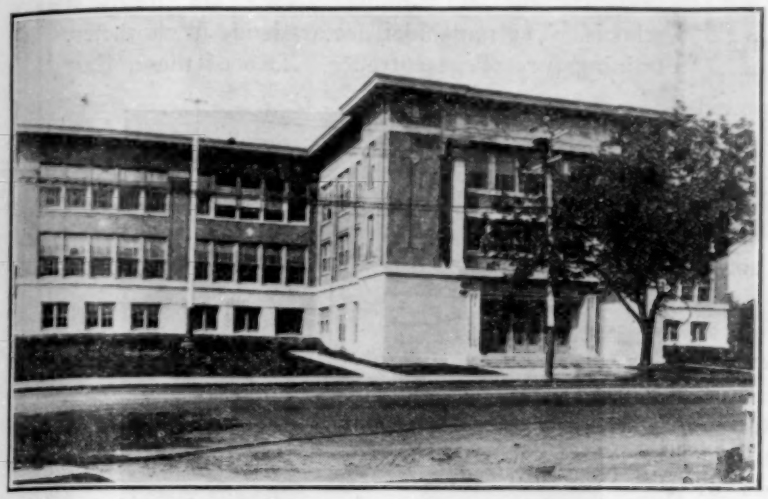
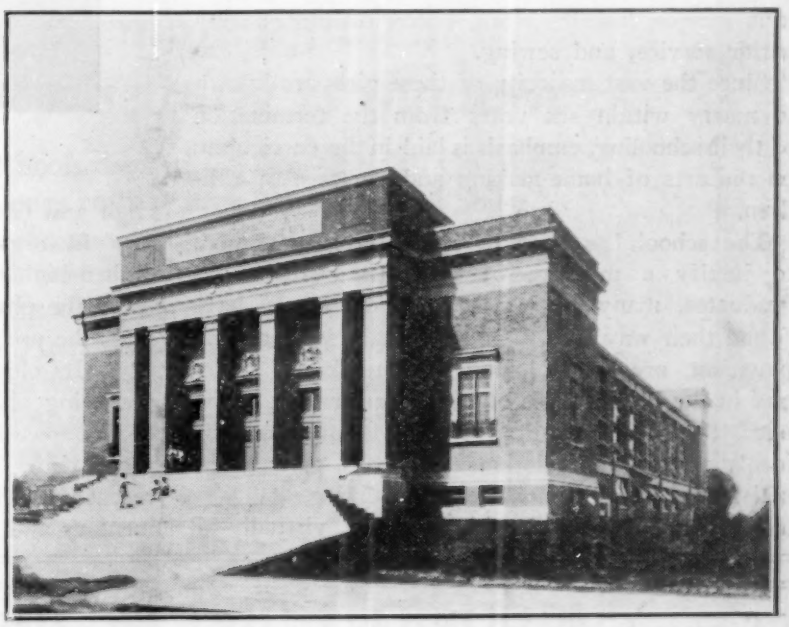
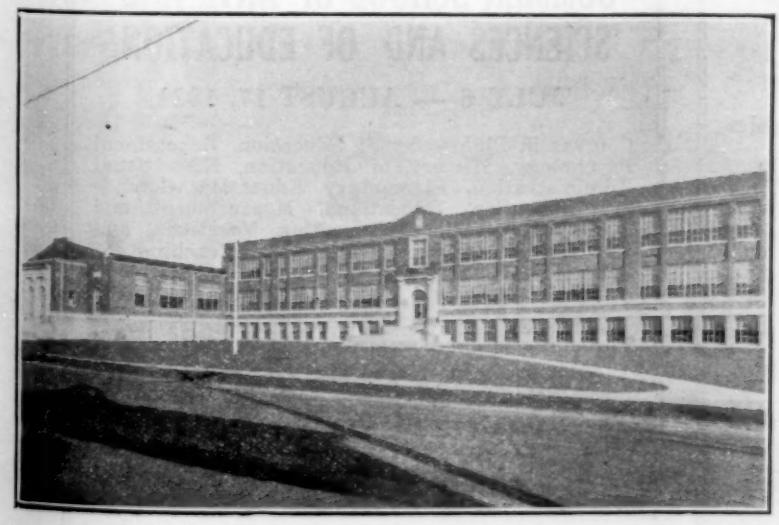


The **WINTHROP JUNIOR HIGH SCHOOL** in Brockton prepares the pupils for the Brockton High School, which is in a building also designed by the Frank Irving Cooper Corporation. Both buildings have attracted the attention of school authorities from all parts of the country, who recommend them both highly. The Winthrop School is one of the recent schools in New England in which especial effort is made for community service in addition to its regular school program.

The **GYMNASIUM** of the **SOMERVILLE HIGH SCHOOL** is a thoroughly utilitarian structure; its exterior wastes nothing in unneeded ornamentation. Within it is one of the most up-to-date institutions of its kind in New England. The Director of Physical Education is much more than a teacher of gymnastics, and special features, like the needle spraying of pupils, timing their baths to their physical condition, convenience in the locker system, etc., are notable in it. The building also serves the community with its hall and auxiliary rooms, and incidentally houses the war veteran associations.





The **ARLINGTON JUNIOR HIGH SCHOOL EAST** met with almost instant approval of school committee, instructors, pupils and citizens. Of it *The American Educational Digest* says, "Outstanding among the newer buildings . . . a structure beautiful in its dignity and with utilitarian advantages that recommend it to the most calculating mind. . . . sixty per cent. of its floor space is available for educational purposes, which is more than ten per cent. over the standards suggested as efficient."

Cleveland Schools

[Continued from Page 192.]

is serving its purpose, but that there is need for an extension of the type of training which it affords.

Alumni of Edison School, who a few years ago were being condemned as too anti-social to merit training, are today among the most respected tradesmen and skilled workmen in the city.

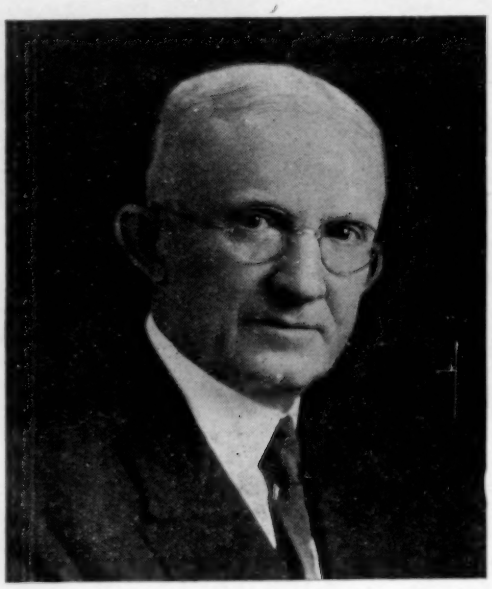
In a somewhat different way Jane Addams School undertakes to perform the same service for girls. Its enrollment, however, does not consist of problem girls but of those whose social and financial status make it evident that they will leave without graduating from the high school at as early an age as the school attendance law will permit. This age in Ohio is sixteen. Girls of fourteen, who know that they must leave at sixteen, are given an opportunity to enroll in Jane Addams School. The two remaining years of their school life are devoted to intensive training in the better trades open to women—including cafeteria service, laundry work, candy making, beauty parlor service, and sewing.

Since the vast majority of these girls are known to marry within six years from the termination of their schooling, emphasis is laid in the curriculum on the arts of home-making and the care of children.

The school has been in operation long enough to justify a measure of its social value. Its graduates, many of whom certainly would have found their way into the poorest paid sorts of employment, are today happy in semi-skilled trades and in the higher types of domestic service. Moreover, they have acquired standards of taste and ideals of personal relations that have given them satisfactions in normal, healthful living.

Cleveland has thirteen high schools, virtually all of them overcrowded. It has twenty junior high schools where adolescents explore the fields into which their budding enthusiasms lead them.

Two of the senior high schools offer four-year commercial training. Two are technical schools. The remainder are academic in character, training for college entrance. Two of these, East



R. G. JONES
Superintendent, Cleveland

High and Glenville, are distinctly college preparatory in organization, and their graduates have ranked high at Yale, Harvard, and Princeton.

On the physical side the Cleveland system presents the problems faced by every old and growing city. Its older schools near the downtown district are being abandoned, but on the outskirts it has been impossible to build rapidly enough to keep pace with the increasing population. Within recent years Cleveland has standardized its elementary and junior high school buildings, a move-

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ment that has resulted in large savings in architectural costs. At present it has two junior high schools and two elementary schools under construction and one senior high school, costing $1,750,000, which will be opened in September.

All Cleveland schools will be in operation without interruption during the convention of the Department of Superintendence. They expect and will welcome visitors.

All divisions of the Cleveland Board of Education will be glad to furnish information about Cleveland schools to visitors. Those at school headquarters include:—

Division of Housing.
Bureau of Architecture and Construction.
Division of Records and Special Services.
Bureau of Attendance and Placement.
Bureau of Child Accounting and Statistics.
Bureau of Educational Research.
Bureau of Physical Welfare.
Division of Special Schools.
Division of Evening Schools.

Relieving the Stress in Testing

By SAMUEL J. McLAUGHLIN
Principal, Stamford, Conn.

IT IS CLEARLY obvious that pupils cannot do their best work unless they are as nearly as possible in a natural frame of mind. In spite of the general acceptance of this fact, many features of standardized testing tend to create emotional stress on the part of pupils.

The fact that they are taking a test is enough in itself to cause a slightly agitated state of mind. But in addition to the ordinary environmental conditions, to see signs on the door "Testing—do not disturb," and to observe the stop watch in the hand of the examiner rapidly ticking away the minute and a half, are enough to invalidate the work of the most placid pupil.

In administering standardized intelligence or achievement tests the type of examiner selected is of even more importance than the brand of tests. The idea that anyone can give tests surely has no scientific foundation. The mental tester requires at least as magnetic a personality as the most successful teacher. The individual with the repelling personality has no place in the testing field. Neither is the person who has had a few courses in educational psychology, mental hygiene, and educational measurements, necessarily qualified to properly administer standardized tests.

The requisites for giving tests come under four principal heads: (1) Personal poise and control;

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(2) pupil control; (3) ability to follow directions; (4) proper environment. All four of these requirements are very important. Results are worthless unless these conditions are met. The first of these requisites is the one that appears to be most overlooked by administrators.

The tester who is not self-controlled, who is lacking in poise and refinement, who has peculiar mannerisms and oddities of dress and appearance, is likely to fail in giving tests. Undue emotionalism of any sort is incompatible with scientific accuracy. The successful tester should be even-tempered, self-controlled, master of himself in every way. He should have the ability to place his pupil group at their ease and to maintain sympathetic control.

Any factors which might induce undue strain should be avoided. Pupils may be actually frightened by unusual stress being placed upon the importance of the test, and so unfitted for the best results. The less that is said about the importance of the tests, the less strain is likely to result. The sooner that less emphasis is laid on the time element in testing the more accurate will be our results. Tests in which ten to twenty minutes are allowed for a section are much to be preferred to tests giving from a half a minute to two minutes. Start and stop signals given out too often are certain to create over-excitement.

A little experiment tried at the Julia A. Stark School, Stamford, Connecticut, demonstrates quite satisfactorily the importance of relieving emotional stress in testing.

Twelve pupils of the eighth grade were selected at random from those who had entered from other schools, and who had never taken standardized tests. These pupils were given the Illinois Intelligence Examination under normal conditions and their scores and mental ages computed. A month later these pupils were given the same test, and were told that the test would not be counted, but was being taken only for fun. The examiner attempted in every way to place the pupils in this second test mentally at ease. The following table shows the result:—

Pupil	Point Score: 1st test	2nd test	Difference in scores:	Difference in mental age:
1	64	101	37	3 yrs. 6 mos.
2	48	80	32	3 yrs.
3	119	139	20	2 yrs.
4	80	98	18	2 yrs.
5	87	107	20	2 yrs.
6	81	95	14	1 yr. 6 mos.
7	85	100	15	1 yr. 6 mos.
8	107	122	15	1 yr. 6 mos.
9	74	88	14	1 yr. 6 mos.
10	92	103	11	1 yr. 6 mos.
11	128	136	8	6 mos.
12	74	74	No change	No change

The correlation of the two testings was .71.

This experiment shows quite conclusively that the emotional factor plays a great part in results of testing.

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Historians With Axes

By ARTHUR DEAN

What made George Washington famous? That's easy. He cut down a cherry tree and then said: "Father, I cannot tell a lie; I did it with my little hatchet."

At least that's the answer from almost any youngster under ten. If we draw him out a bit, we learn that Washington was also a great general and became the first President of the United States. Nevertheless, it's the cherry tree episode that remains uppermost.

Then along come these cruel, disillusioning historians of the present day and tell us that little Georgie did not cut down the tree. Thus another idol is shattered.

Either scientific research or clever writing is taking the Santa Claus out of almost everything in history which children hold dear. Nowadays every show case holding a historical personage is having the glass kicked in. We are told Franklin didn't discover electricity by flying a kite, that Columbus didn't crack the egg to make it stand up, that Priscilla never said: "Speak for yourself, John," and—horrors, think of this one—that Barbara Frietchie didn't own a flag, that she probably never saw Stonewall Jackson and certainly that she never performed the famous "Shoot-if-you-must" stunt.

We are only waiting now for smart Aleck writing revealing Famous Days of Infamous People. Then publicity seeking historians and biographers will be as happy as the hard-boiled readers for whom they write.

But how about the children? As yet they are not six-minute eggs. It's the little incidents connected with famous characters which interest the youngsters. The incidents stick in their minds and very possibly form the basis for serious study.

If we are going to destroy the cheery tree and the hatchet, let's not substitute the story of the size of George's wine cellar. The fact that Franklin didn't fly the kite is not necessarily improved by giving detailed accounts of Franklin's love affairs. Sidelights on Queen Elizabeth's amours and intrigues do not particularly appeal to a child's mind. Remember children are not gossipy and are quite clean-minded. No public service is rendered by those who clamor for popular attention under the pretense of seeking Truth wherever she may abide.

Naturally, we don't want our histories cluttered up with untruths, picturesque though they may be, but when they happen to be just the things that interest the youngster and set wholesome standards for him, it seems a poor policy to take them away and not substitute something which is romantic instead of amorous, brave instead of cowardly, and sweet instead of sour.

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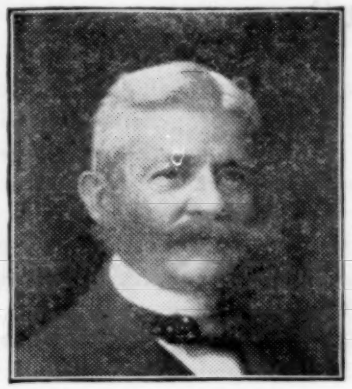

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School Problems

Edited by a School Executive

229. Do you consider smoking "unprofessional conduct"? (Delaware.)

No, I do not. We have passed the day when there is any debate on the morality of smoking, but of course we have some people who don't know that yet, and if a woman teacher smokes she had better seek a position in one of the larger cities, or do it in the privacy of her own apartments.

Public smoking on the part of men teachers has only within the last few years passed muster in most places, and in some of the smaller towns school men avoid criticism even now by not smoking in the street. Society does not accept smoking in public from teachers. It is the old story of the people expecting the teacher to demonstrate for their children the conventionalities or niceties of conduct which they themselves are too lazy or selfish to do. The teacher must be the model. The fact that the teacher usually has the confidence and admiration of the pupil gives him an excellent opportunity as a model to influence the child's attitudes and standards. This is important, and should be used. On the other hand there is no possibility of labeling smoking as "unprofessional conduct." That day is passed.

230. How can I succeed in my purpose to have my teachers on duty at a specified time? This may sound like a simple question, but I want to accomplish this feat without ill feeling. (Michigan.)

It is no simple question, and, like the poor, it is always with us. We have teachers who seem prompt in every other way, and yet come to school five minutes tardy, and forget to record it, if a recording system is used. No matter when you call a teachers' meeting you always have some trailing in after it has started. Oh, yes! We seem to be studying this problem every year. Now, why do we have it? is the first question.

Teachers, like every other group of people, are creatures of habit, and many of them have the habit of being tardy or just behind time in everything. They acquired it in childhood, and they have never had a serious enough need or incentive to correct it. If you appeal to them in a group in a rather impersonal, professional way you will enlist some of them to correct it. For the "don't care" group you have to have rules, and many systems have teachers' tardiness recorded on the monthly report card. Pride helps you out there.

Some teachers have to have the matter called to their attention personally. This should always be done in private conference, and is better handled by a teacher's principal or general supervisor, a person nearer to her than the superintendent. Much tact should be used. A good plan is to tell her her strong points first, and then ask her what she thinks she needs to correct. If she is a good sport at all and you are really sincere and friendly she will come across with the whole story herself, the story of tardiness to which you can agree and help her plan to improve herself.

It is not a bad plan to have your teaching corps know you pride yourself on your own promptness and appreciate it in ours. Such propaganda is easily started, and helps by creating the right atmosphere.

231. Does our high school train our boys and girls to meet a world whose objective is largely profit making? (Mass.)

No; the average high school is too scholastic and informational from a book point of view to prepare a boy or girl to enter into the competition of money making as found in the world. I question whether they ever can or not. But vocational courses, industrial exposure, and the social sciences are attempting to prepare them to meet the problems of the commercial world. Our high school must change much more to do this. The focus must swing from the college group to the larger group going out into a bread-winning world immediately after high school.

In doing this we have not only conditions as they are today to meet but as they may be tomorrow, and all we know about tomorrow is that it will be different from today, which means that if we train our pupils in judgment and power to meet whatever tomorrow may bring we have done about all we can for them in a rapidly changing world. More vocational and industrial schools to care for many pupils now struggling in our classical high schools is going to do much to better the situation.

This will mean added school costs—a fact to which we will have to get reconciled also.

232. How should children's story books be used in the classroom? (Indiana.)

Children may bring story books from home for use in the class library, but they should be looked over very carefully by the teacher before they are put out for class use. This makes sure they are the proper type and on the right reading level. If they are not the teacher uses her tact and courtesy, and makes the child feel that no criticism is intended as she asks him to take them home again.

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CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

Shadows

"Most of the shadows of this life are caused by standing in our own sunshine."—Emerson.

Is this statement true? Let us examine a few typical instances: For the sake of argument we shall assume that a person's spirit is his sun, glowing through his bodily form, like a light through a lantern, like the blue fire of the glowworm; like the soft glow of candles through the stained windows of a church. We shall assume that all things love the light of the spirit just as we know all beautiful things love and need the light of the sun.

Let us now take the case of a boy: He has this little glorious sun within him. When he smiles it lights up his face and scatters its beautiful beams down through the eyes of others into their very spirits; something in those spirits of others responds to it; something lifts up and grows just as grass grows and flowers under the influence of the sun. Whatever this something is, it is beautiful, for only beautiful things respond to sunlight; we must look in damp, dark corners for ghastly growing things.

Now suppose this boy flies into a rage; his face is contracted; his eyes narrow themselves; his fists clench; his muscles contract; he grits his teeth and tightens his lips; in other words, he gives every evidence of closing up the windows, drawing the blinds; thus shutting the beautiful glow of his spirit away from the eyes of men. With the light of the spirit gone out of his face, what is there left for the world to see but the snarling, ferocious face of a beast? Such a person may be said, with all truthfulness, to be standing in his own light. He is letting his animal nature stand between the world about him and the glorious glow of his eternal spirit. He is casting a shadow into the spiritland that may reach far beyond the little earthly spot he stands on.

How noble the man or woman whose life glows constantly with the beautiful inner bloom of his creative spirit. Around that person there is never any night nor shadow; only perpetual sunshine in which all lovely things grow up and flower.

The Conceited Woodpecker

There was once a woodpecker who was very fond of himself. He had an idea that he could peck louder and with finer rhythm than anyone else. In order to inform the world of his discovery he selected the tin cover of an arc light for his drum, and morning and evening, and sometimes late into the night could be heard going rub-a-dub-dub on the metal surface. "This is a grand place to show oneself off," he said, "for the noise can be heard a mile and the light of the arc shines on my feathers and makes me visible to everyone for blocks around." The woodpecker was

JOSEPH B. EGAN

so earnest in his efforts to attract attention that he ceased hunting for food, and as time went on, grew very thin, losing the beauty that he once had. Of course the noise he made annoyed every one in the neighborhood. "What a bore," one person would say. "He's crazy," would be the comment of another. "Go throw a stone at him," said a third, but no one threw a stone, for everyone feared to break the globe of the arc light instead. As time went on the tin surface of the cover became badly dented under the blows of the woodpecker's bill, and the woodpecker himself became so weak he could hardly fly to the neighboring tree. The foolish fellow, instead of stopping his nonsense, tried to pound harder than ever, with the result that one evening he gave an unusual hard thump that drove the dent in the tin cover against one of the live wires inside; there was a tremendous flash; the lights went out all over that section of the city, and the woodpecker himself toppled down to the ground as dead as a doornail. An electrician lived not far away. "It's just as I expected," he cried, as he climbed the pole. "You keep pecking away at anything long enough, making a common nuisance of yourself, and you'll blow a fuse somewhere and probably kill yourself off at the same time." When the schoolteacher heard of the incident she drew a picture of the pole, the arclight and the woodpecker on the board, and under it she wrote the names of seven chronic whisperers.

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Philosopher and Fairy

Once upon a time a philosopher sat under a tree on a warm summer's day and spoke to himself. "Here I am," he said, "a beautiful specimen of a living man. I have hands that can grasp tools and use them."

"So has a monkey," squeaked a fairy imp, as he sat rocking back and forth in a buttercup blossom. "So has a badger, also."

"I can look off and see the stars," continued the philosopher.

"So can the elephant," squeaked the fairy imp. "So can the ostrich and the rhinoceros." "I live at peace with my fellow men in a city that I see gleaming below me," boasted the philosopher. "So does the ant and the hornet and a hundred other creatures," squeaked the fairy imp. "I am wise enough to store up food against the day of want," remarked the philosopher. "So is the bee," piped out the fairy imp. "I can lift myself up and fly through the clouds in my airplanes," said the philosopher. "For a million years every little bird has been doing that same thing," squeaked the fairy imp. "I have invented a compass by which to find my way home through dark and storm." "The pigeon and the dog and the migrating birds all know more about direction and home going than you do," laughed the fairy imp. "I clothe myself in silk and wool," exclaimed the philosopher. "So does the silk worm and the sheep," peeped the fairy imp, "only they clothe themselves in their own clothes, while you either steal or borrow the goods you weave." "I am wonderful," exclaimed the philosopher, as he puffed up his chest. "I can sing the most beautiful melodies." "So can the thrush and the robin and the meadow lark," mocked the fairy. "As for music, what is sweeter sounding than the flute that I play so well?" "Nothing," said the fairy, "except the piping of the quail as he sits on a fence rail singing on a frosty autumn day." "And behold, the colors that I invent. See them glow in the windows of yonder church," said the philosopher.

"I wonder," peeped the fairy, "if the old fellow ever studied the colors of the feathers on the neck of a common dove!" "Oh, well," said the philosopher, "all these things are trivial compared to the one great fact that I am my own master. I can do as I please, whether it be evil or good." The fairy imp was silent for a second. "That is true, most true," he said at last. "The little birds and the bees and the ants and the animals are not conscious of right and wrong as you are. They go about doing their daily tasks in their own ways without sin upon their spirits. Man, alone, can bring discord into the spirit world." "Well," said the philosopher, "I must get up and go back to my task of teaching people how to live." "Ho! Ho!" laughed the fairy imp, "That's the favorite job of these mortals. I wonder why they do not try the effect of showing, instead of teaching?"

The Real Man

Confucius was a great Chinese teacher. He lived many thousands of years ago, but his words are law to millions of people this very minute, and his thoughts are guiding their lives every hour of the day and night. What wonderful power is there in human speech that causes it to be remembered ages after the tongue that uttered it has fallen into dust?

Among the thousands of mighty sayings of this great teacher is one which I have chosen for today's chat.

"How can the real man be concealed?" asks the old philosopher, and we ask in turn: "How, indeed, can the real man be concealed?" But who is this real man? Is he the leader who appears on the platform and receives the hand claps of the audience or the man behind, who in the privacy of his own mind thinks good or evil thoughts?

We know the little flower that stands, dust-covered, beside the road is good; it is showing forth its real self. We know that the robin that sings so sweetly from a limb above her nest is good and shows forth her real self, but we cannot say such a thing of any man or woman until we know just how that man or woman thinks.

It happens, however, that in the long run, people act out their thoughts. The greedy man clutches after wealth; the timid man runs away; the coward shrinks back in fear; the kind and charitable do lovely deeds.

Thus it is that our actions reveal the real man who is within us. How, then, since we act all the time, can our true selves be concealed?

The wise old Confucius thought of all this when he uttered his noble question to which there is but one answer.

The real man cannot forever be concealed.

The Little Bit More

I am quoting below a little piece of verse that contains a splendid thought for girls and boys who are interested in their future success in life. The real idea of the poem is summed up in its last line. If girls and boys could only understand how grown-ups appreciate the spirit of willingness to do a little bit more than the thing required I am sure they would lead happier and more useful lives. There is no employer living who will not warm up to the boy who does just a little bit more than he is asked. This is true not because the employer wishes to get more work for his money, but because he recognizes the willingness of the boy's spirit and sees in it success for himself and for the boy in all the duties that he sees fit to give. The world moves forward on the shoulders of the willing people. The shirkers try to ride on the load itself, only to find themselves cast off into the dust to be trampled on by the feet of others.

"There's often only a tiny gap
Twixt winner and second place,
And the laurel goes to the kind of chap
Who betters his utmost pace,—

"Who shoots ahead by a narrow span
While the stands and bleachers roar,
The lad who does as much as he can,
And then does a little bit more."

Anon.

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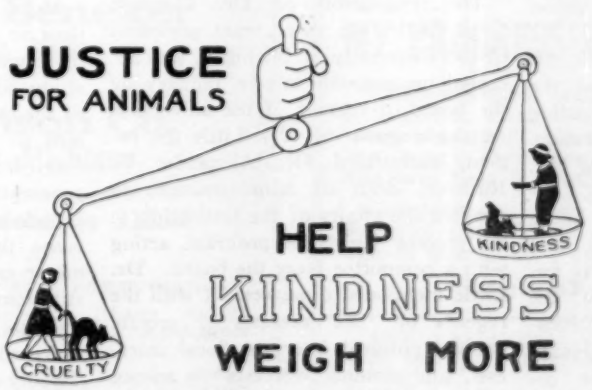

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One of 11,000 posters submitted by New York City school children in 1928.

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EDUCATION IN ACTION

Educators Defend Increased Costs

Mounting costs of secondary education, long the subject of study, show no reasonable openings for reduction, and will continue to mount if present goals are realized, reports a research committee appointed by the Massachusetts High School Principals' Association, appointed to study the Massachusetts situation, but whose conclusions are thought to apply in much of the United States. The research committee's report listed ten ways in which expenditures for high school education might be lowered, including lower salaries, paying less for textbooks and supplies, and less for maintenance and repairs, requiring teachers to teach more periods, limiting the number of pupils who may attend school, increasing the size of classes, lessening the number of subjects taught, giving up junior high schools, building fewer and less expensive buildings, and making a grade limit rather than an age limit terminate the period of compulsory schooling. Paraphrasing the report's conclusion, Thornton Jenkins, of Malden, Mass., chairman of the committee, declared that, "although education costs a great deal, it does not cost enough, and if the things are done that should be done, it will cost more."

Bill Would Expand Vocational Education

The House Committee on Education has ordered favorably reported H. R. 15211, designed to provide adequate legislation authorizing future appropriations for the Federal Board of Vocational Education. The action followed a hearing at which Dr. J. C. Wright, E. T. Franks, and C. M. Henry, of the Board, presented the views of that institution regarding need of the legislative authorization. The bill would amend Public Law 347, of the sixty-fourth Congress, approved February 23, 1917, by a broader legislative authority to read as follows: "Section 7—There is authorized to be appropriated to the Federal Board for Vocational Education such sums as may be necessary for the purpose of making or cooperating in making the studies, investigations, and reports provided for in section 6 of this act, and for the purpose of paying the salaries of the officers, the assistants, and such office and other expenses, including expenses for printing and binding, law books, books of reference and periodicals, and postage on foreign mail, as the board may deem necessary to the execution and administration of this Act." The old section 7 carried a definite appropriation of $200,000 annually for the maintenance of the Board.

Geneva School Is International

Not far from the University of Geneva one can see near the door of one of the dignified old houses on the Rue Genebier a small brass plate bearing the words "Ecole Internationale" (International School). One hundred and ten boys and girls of seventeen different nationalities make up the student body of the unique educational experiment that has its headquarters in Geneva and is sponsored in part by members of the Secretariat of the League of Nations. The project has apparently met a real need, for it has grown from a small day school of twenty-four pupils to an establishment with both day and boarding departments. English and French are the official languages of the curriculum, which takes in work from kindergarten to preparation for university matriculation. The pupils that do not know either have special classes arranged for them until they are able to go on with the others. The school has no formal connection with the League of Nations, but arose simply from the needs of parents connected with that and other international organizations with headquarters in Geneva.

President Little Resigns from Michigan

The resignation of Dr. Clarence Cook Little, for three years president of the University of Michigan, was accepted unanimously late in January by the board of regents of the university. At the request of Dr. Little the regents authorized Dr. Alexander G. Ruthven, dean of administration, to conduct the affairs of the institution in its present legislative program, acting with a committee from the board. Dr. Little mentioned disagreement with the regents on "the interests of private donors, political interests, 'local interests,' and alumnae interests" as among his reasons for resigning.

What It Costs To Go to College

"How much will it cost me to go to college?" is a question that comes often to the United States Bureau of Education from ambitious students who find it necessary to watch their pennies. Walter J. Greenleaf, specialist in higher education, has hunted for the answer and has prepared an average budget for the average student at state colleges and universities. He finds that "excluding clothing, off-campus amusements and travel, the average minimum expense for one college year in residence at a state college is $464. In one-half of the institutions, minimum expenses vary from $225 to $450; in the other half they range from $450 to $800." Institutions which enroll the highest per cent. of college students and at the same time have the lowest rates are the publicly supported colleges and universities, Mr. Greenleaf says. Of the 624 institutions listed in the Educational Directory, 106 public controlled colleges enroll forty per cent. of all students. Tuition in arts and science courses in the latter averages $137. For state residents, tuition and fees average $78. In nonsectarian privately controlled colleges, tuition averages $255 in 114 accredited institutions.

Dental Clinic Operated by School

First teeth of children in Cascade, Montana, are cared for in a dental clinic operated by the schools, at a cost to parents of $1 per year for each child. The school sponsors, also, regular medical examination of each pupil. All the work is administered through the health bureau of Cascade County, located at Great Falls.

Women Are Shown To Prefer English

More women specialize in English than in any other field of study and more men in economics, according to a study just made at Radcliffe College of the choices of Radcliffe students and men of the same classes at Harvard. English stands second at Harvard and economics thirteenth at Radcliffe. The comparison has especial interest because the curriculum is, with a few minor exceptions, the same at both institutions, and because all the Radcliffe teaching is done by members of the Harvard Faculty of Arts and Sciences. Twenty-eight per cent. of the women at Radcliffe are "concentrating" in English, as against sixteen per cent. of Harvard men. Seventeen per cent. of the students at Harvard, on the other hand, have chosen to "concentrate" in economics, while less than three per cent. of Radcliffe students prefer that subject.

Chance for Boy Who Dislikes School

If one can lead a brass band, spelling, arithmetic and such do not matter, so far as qualification as band leader in the Indian field service is concerned. In announcing that such talent is needed, the Civil Service Commission in Washington specified that the "duties are to give instruction in brass band music and to direct a brass band." The three "R's" go by the board, for all the applicants have to do is to show that they can lead a brass band." The entrance salary is $1,140 a year.

Religious Sect Fights School Law

A new religious sect, few in numbers, but inspired with a zeal braving imprisonment, is arising in Port Monmouth, N. J. The first knowledge of the sect was gained when Mrs. Christine Walling was arraigned last November in juvenile court at Freehold on a charge of refusing to send her children to school. She told the court her sons, Frank, 12, and James, 13, did not attend classes because it was "against the law of God to send them to school." "Be ye not unequally yoked with unbelievers; for what fellowship hath righteousness with unrighteousness?" she quoted from II Corinthians, vi., 14. Late in December she was again arraigned, this time on a charge of neglect under the child welfare act. The mother and grandparents of the boys have no objection to their education. They desire them to acquire knowledge in all branches of learning except history, the pages of which are "bloody," they aver. A small bungalow, the Charles Walling residence, is the meeting place of the sect.

Pension Proposals Arouse Teachers

The entire teaching force of the public school system of New York City, about 35,000 men and women, is stirred over the proposed amendment to the teachers' pension act. All the suggestions for change in the statute centre around the "death-bed gamble." The phrase refers to the lack of provision in the law for insurance or pension benefit to dependents of teachers who die suddenly before being examined by Board of Retirement physicians, a form necessary before any application for retirement can take effect.

Berlin Policeman Uses Sixteen Languages

Berlin claims to have the world's champion traffic policeman linguist in the person of Patrolman Richard Schottstadt, who commands sixteen tongues. His post is before the Berlin Armory, where he answers the questions of visitors to the German capital in their own language, and it is very seldom that he is unable to understand the city's guests. On his arm are sixteen placards, announcing the tongues with which he is familiar. His present job was taken as a means of renewing some of the more difficult tongues, which he said he was forgetting while running a butcher shop in Frankfort.

Lessons in Kindness Outlined for Schools

A new move to promote humane education in the schools has just been launched by the American Society for the Prevention of Cruelty to Animals. A series of lessons, intended to co-ordinate the teaching of kindness to animals with character building courses, has been prepared, including special types of study applicable in the elementary schools. The course for February is based upon the thought of courage, while lessons for subsequent months deal with co-operation, sportsmanship, industry, patriotism, loyalty, kindness, and similar qualities in the relations between the child and his animal friends.

Art in Education

A Portfolio of 15 full-color reproductions of industrial paintings by Gerrit A. Beneker, together with 15 accompanying interpretive editorials by Mr. Beneker, each print about 7" x 8" in size, is now available for educational purposes and may be obtained from

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Tommy Tiptoe is a small boy who has earned his name by standing on his tiptoes when he feels excited. As a Lady-bug flies by one day he chants the old rhyme: "Lady-bug, Lady-bug, fly away home." Suddenly he turns small, the size of an insect. It is at this moment that he enters the scene—a rosebush where the Lady-bug and her Baby-bugs are dancing about the Heart-of-the-Rose, whom they protect from her enemy, the Terrible Aphis.

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Permission to Smoke Granted M. A. C. Girls

Official sanction has been given by the deans of the Massachusetts Agricultural College to smoking by girl students. They had asked for smoking privileges, through the women's student council. In granting the permission the college authorities suggested that the girls use discretion. The lifting of the smoking ban for girl students at Aggie leaves considerable speculation as to where they are going to smoke. The new privilege may not be applied in the girls' dormitory, fire protection being the ground given for this exemption. Neither girls nor men can smoke in the college dining hall. It seems to be up to the girls to find a chance to exercise their new prerogative. A year ago when the smoking question came up, the Women's Student Council itself turned down the petition. The new council has taken a more liberal attitude and won over the dean of women and the dean of the college.

Problem of Arms Set for Schools

Pupils of some 10,000 high schools in the United States are invited to help solve, through an essay contest, the problem of disarming the world's armies and navies, it is announced by the Brooks-Bright Foundation in Boston. The contest thus sponsored is opened also to the children of Canada, Great Britain, France and Germany, with the prize a year's residence abroad in foreign study. The specific subject about which the essays must be built deals with the effect upon national thought of the "great armed forces maintained ostensibly for national defence."

Filipino Students Told to Learn Trades

The Philippine government will henceforth tell students who are sent to the United States what courses to study. An over-supply of physicians and lawyers in the islands has led to a shortage of technically trained college graduates. In view of the big demand for technologists and experts in the industrial arts, they will be permitted to study only fish, meat and vegetable canning, and other such industries. Heretofore government students, or pensionades, as they are known locally, were free to choose their careers. In most instances they took up law, medicine, education and similar academic courses. Upon returning to the Philippines they found difficulty in obtaining work, since those professions were crowded.

Sees 21 Nations In Oratorical Contest

Participation of twenty-one nations in the fourth international oratorical contest was forecast by Randolph Leigh, founder and director of the contest, after his return from a tour of Europe. A series of elimination meetings will be held among the boys and girls of the new nations in the contest, while representatives of England, France and Germany will send their champions direct to Washington for the finals.

Two Examinations For Every Pupil

As part of the medical service in schools of Toronto, Canada, each pupil has two complete physical examinations during the course of his school life. The first examination is made during the "junior first" year and is for the detection of physical defects; and the second, made during the "junior fourth" year, is to ascertain to what extent the defects previously found have been corrected, if other defects have developed, and for the purpose of vocational guidance. Such examinations are considered the most valuable means of health teaching given by the schools to parents and children.

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TREND OF THE TIMES

BORN of a machine world, the city is par excellence a machine-made product, and whether machines dominate men, as some say, or men utilize machines, and what effect this will have on the inner life as well as the outer life of mankind, the city will first show, predicts the University of Chicago's former alderman professor, Charles E. Merriam.

NINETY BILLIONS of dollars of wealth is produced annually by Americans, and seventy billions of that sum is the result of the application of science, Professor Albert B. Newman, head of the chemical engineering department of Cooper Union, New York, declared. He said that a world transformation through the application of chemistry will follow the century of progress in steam, electricity and gasoline engines which we have just witnessed.

TALES OF HEROISM and unusual experiences which befall the 5,865 persons employed in installing, tending and repairing lighthouses and other marine aids are gathered and printed each month by the lighthouse service in its bulletin, and are read with interest by employees scattered along the coasts of the United States. Even in these days of radio beacons, electric sirens, and automatic lights, the lighthouse keeper's job has not entirely lost its thrills.

RUNNING the government of New York City was a $2,525,000,000 business last year. The indebtedness of the city increased by $292,694,223 during the three years of the Walker administration, to a total of $1,858,547,949. During 1928 the city collected $419,682,880 in taxes, and $19,056,313 in special assessments, while from franchises and licenses it received $22,263,786.

AMERICAN competition in shipbuilding, the greatest menace to British supremacy between 1916 and 1920, has now ceased to exist, in the opinion of British investors. With a general depression on, which makes it a real trial of competitive strength, England is building twenty times as many ocean-going vessels as the United States, and fifty per cent. more than all Continental countries put together.

RADIO INDUSTRY, from a humble beginning ten years ago, has developed a business volume in excess of $600,000,000 annually, with receiving sets in 10,000,000 homes in the United States, and 40,000,000 listeners-in. Joining forces with the phonograph and the motion pictures, radio has embarked on a new adventure in the world of entertainment. Television may be "tapping on the window pane," but it is still in the laboratory stage of development.

NEW GERMAN mouth organ trust has completed its organization and is preparing to make vigorous efforts to control the world mouth organ market. It has been formed by a fusion of the two leading mouth organ manufacturing firms in Germany, those of Mathias Hohner and Andreas Koch, which, in the past year, have absorbed several smaller firms. The new organization will have virtually a world monopoly.

MOST DARING project of aviation—an attempted non-stop flight around the world—which hitherto had been regarded as beyond the realms of possibility, is appearing near realization within the present year. Announcements made in the United States and Paris suggest the possibility of a race to realize that dream of all endurance and distance fliers. Both flights would be refueling adventures and were suggested by the sustained flight of 150 hours made by the American army monoplane, Question Mark, in California.

ENORMOUS GROWTH in investments of the public in aviation was revealed recently by William P. McCracken, Jr., assistant secretary of commerce for aeronautics. Three years ago, he said, the investments of the public in aviation totaled $5,000,000. Since, the sum has increased to $150,000,000. "We have received close to 19,000 original medical applications. The army and navy, during the war, trained only about 16,000 aviators in that terrible emergency," he stated.

COMPETITION for the beer customer's quarter and the other profits of illicit trade has cost the lives of more than 125 Chicago gangsters in the nine years since the advent of prohibition. Though not more than a half dozen of the city's gang murders have been solved, there is an accepted lore which draws a thread of continuity through the hostilities, with few breaks.

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NEW ESSENTIALS OF ENGLISH. Lower Grades, 276 pages. Middle Grades, 321 pages. Higher Grades, 528 pages. Cloth. Illustrated. By Henry Carr Pearson, Former Principal and Creator of the Modernized Horace Mann School, Columbia University, and Mary Frederica Kirchwey, of the same school. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company, Incorporated.

The distinguishing feature of the teaching of English in the later years of the third decade of the twentieth century is recognition that the spirit and achievement must be entirely different in each of the vital stages of a child's elementary school life. There are no standards of learning English that have anything common between the way a boy or girl of seven and eight, nine and ten, eleven and twelve, for instance, should learn English.

In the lower grades the children must be concerned with their mastery of themselves. They must be individualistic. They must think primarily of themselves, of their own interests and progress in the mastery of the use of English. It must never be much above themselves. They must walk before they can run or climb.

In the next stage of development their thought must not be primarily of themselves, but of others. They are blossoming into sound human beings. They are thinking about others and must talk and write about others. They are no longer localized. They are state conscious, nationally conscious, and world conscious. Their English has an entirely different purpose.

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In the lower grades they sought to please the teachers. In the middle grades they sought to please themselves, that is, learn about places and people about whom they wanted to learn. They wanted to satisfy themselves that they knew what they thought they knew by telling what they thought they knew to their own satisfaction.

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As we enjoy "The New Human Interest Library" we can imagine how Professor Harlow Shapley of the Harvard Observatory felt when he led all the world astronomers in the discovery of another universe.

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Everything in these volumes detours around whatever has lost human interest and makes a concrete boulevard for making speed in learning what is valuable in the creation of human interest in the twentieth century.

AN OLD-FASHIONED GIRL. By Louisa M. Alcott. Illustrated by Clara M. Bird. Also LITTLE WOMEN. Introduction by Albert Lindsay Rowland. And LITTLE MEN. All by Louisa M. Alcott. School Editions. Illustrated in Color. Chicago, Philadelphia, Toronto, Atlanta, San Francisco, Dallas: The John C. Winston Company.

No other American books for girls and boys have had a hold upon America in school and out as the books of Louisa M. Alcott have had for half a century and more. Men and women today who laughed and cried over these books in their school days reread them now with passionate devotion, and children today are fascinated by them as their fathers and mothers, grandfathers and grandmothers were. That is a distinguishing feature of the literature of sixty years ago.

Fortunately school children today have the best books provided for them at public expense, where there were none when Louisa M. Alcott was writing, and school editions have attractions not dreamed of then and at cost that seems miraculous.

THE WILL TO WORK. A Study in Character Education. By Charles L. Robins, State University of Iowa. Cloth. 211 pages. Evanston, Illinois, New York, Philadelphia, San Francisco: Row, Peterson and Company.

The State University of Iowa seems to be discovering more ways to start stalled educational motors than any other educational institution, and Charles L. Robins, of that University, has discovered more ways to create a "Will to Work" in students in high school and college than have any ten other university professors, and Row, Peterson and Company have allowed him to publish a thesaurus on principles, methods and devices with which teachers of varied personalities can create a will to work with youth of infinite complexes.

THE BUSINESS ADMINISTRATION OF A SCHOOL SYSTEM. By Ward G. Reeder, Ohio State University. Cloth. 454 pages. Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

We have said on the platform in forty-six states of the Union in the last three years that educational progress of the third decade of the twentieth century is chiefly due to the new efficiency in school administration. The emphasis has been transferred from getting appropriations to using them. School administrators have quite gradually changed from criticising the critics to the removal of the causes of criticism. We have largely thrown off the shackles of pretentious professionalism and devoted administration to achievements that are appreciated by taxpayers and the public generally. Professor Reeder has caught this new function of administration wonderfully well. "The Business Administration of a School System" should be read with care, and studied devotedly by those now administering school systems and especially by those who aspire to administer school systems.

JUNIOR FOOD AND CLOTHING. By Kate W. Kinyan, Director of Home Economics in the Denver Public Schools, and L. Thomas Hopkins, University of Colorado. With drawings by Dorothy Rittenhouse Morgan. Cloth. Illustrated. 137 pages. Chicago, New York and Boston: Benjamin H. Sanborn and Company.

It is a joy to see the wit and wisdom revealed by publishers who supply the market with what it needs, when it does not know that it needs it.

Every publisher has exploited ways and means of providing information about food and clothing, where produced, and how harvested and marketed in every needy nook and corner of the world, but it was left to Benjamin H. Sanborn and Company to look the world over and prepare for blossoming youth just the information the junior high school needs to conserve the blush and vigor of youth who are meeting the serious problems of life.

COMMONWEALTH TEACHER-TRAINING STUDY. Directed by W. W. Charters and Douglas Waples, both of the University of Chicago. Introduction by Samuel P. Capen, Chancellor, The University of Buffalo. Cloth. 666 pages, 6 by 9 inches. University of Chicago Press.

This is a remarkable book in the reason for its production and in the way it has been produced. The most important feature of the study which has created this vast body of material is the recognition of the fact that Teacher-Training has not adequately or skilfully prepared teachers for the best service in the last half of the third decade of the twentieth century.

This book is an honest and heroic attempt to break away from anaemic standardization and produce a New Birth in professionalism. It has recognized the birth throes, and Chicago University has nursed the patient through the pre-natal experiences.

There has been a rather tragic professional attempt to better the teaching of the new day with out-of-date methods and devices by magnifying the reputation of those who sponsored the out-grown school life of the second decade of the century.

Although Charters and Waples are on the faculty of the University of Chicago, there is not the faintest trace of propaganda for Chicago University. This, of itself, should make the book famous.

As the title of the book indicates, the study has been financed by the famous Commonwealth Fund, which makes the publication of so momentous a book possible, and has prevented the study from being the propaganda of any group of professionalists.

There is no question but that the great school need of to-day is to bring into school service young people educated in twentieth century schools, trained by teachers thoroughly interested, civically, industrially, and socially, with the spirit of the third decade of the century, and the study directed by Doctors Charters and Waples is an interesting important approach to the new Teacher-Training that will dominate the new education of America.

LEISURE AND ITS USE. Some International Observations. By Herbert L. May and Dorothy Petgen. Cloth. 268 pages. New York: A. S. Barnes and Company.

It is not easy for author or publisher to create an important book that has had no predecessor, but "Leisure and Its Use," Through International Observation, is absolutely a new field, fitted with new machinery.

This is the only source of reliable information as to leisure activities in all the leading countries of Europe. It is a delightful presentation of the social characteristics of each nation. Through the study of leisure activities it reveals domestic life as we have never seen it revealed before. At the same time it turns a searchlight on the industrial situation in each country, and one gets a human touch of the relation of government and people. We know of no other book of 268 pages that makes as valuable an interpretation of the real life of the people of so many European countries. We would not have missed the opportunity to know Europe through this book for many dollars. It has been a mine of information and a fountain of inspiration.

Incidentally it gives briefly the story of the leisure activities in the United States as they have blossomed in the last twenty years.

MY TRUST AND OTHER VERSES. By Caroline Salome Woodruff, Castleton, Vermont. Cloth. Rutland, Vermont: The Tuttle Company.

Miss Woodruff is as distinct a personality as any educator in New England. She is not only an outstanding leader in Vermont, and among the public spirited women of New England, but she is in the forefront of the educational leaders of the National Education Association, with its 200,000 members.

"My Trust" reveals Caroline Salome Woodruff as one who has written wreaths of verse for noble fellow workers who have passed on. Miss Woodruff's major has been as a teacher, principal, educational leader, but she has also been in the front rank in many crusades for human betterment.

We give space to a few lines of her brilliant tribute to Ella Flagg Young when she passed on:—

"She carried high the torch of pure democracy,
Seeing nor high nor low—but all,
Blended in one perfect whole—
Humanity.

* * *

The lights are out!
But let us feel the hand that leads us in the dark."

ADVENTURES IN HEALTH. By Nathalie Forbes Moulton. Illustrated by Eloise Burns. Cloth. 140 pages. Boston: Little, Brown and Company.

No new creation in education has as clearly demonstrated the investment phase of public schools as the achievements through the promotion of health through hygiene.

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TALES OF BORINQUEN (Porto Rico). By Elizabeth Kneipple Van Deusen, Department of Education, San Juan, Porto Rico. Cloth. Illustrated. 300 pages. New York, Newark, Boston, Chicago, San Francisco: Silver, Burdett and Company.

It is of prime importance that all schools in all states in the Union be affectionately intelligent regarding Hawaii and Porto Rico, for they are vitally American, and will always be so.

Elizabeth Kneipple Van Deusen has rendered a genuine service to Massachusetts, California, and other states, as well as to Porto Rico in her three delightful books, "Stories of Porto Rico," "Picturesque Porto Rico," and "Tales of Borinquen," and Silver, Burdett and Company are rendering a patriotic service in the preparation of such attractive books for the States, as well as for the Island.

GRINS BETWEEN GRINDS

Reservation?

During the convention in Boston a big raw-boned Westerner entered a hotel and approached the clerk. "I'd like to have a room and bath."

"Have you a reservation?" smilingly asked the man behind the desk.

"A reservation," glared the Westerner, "what do you think I am, an Indian?"

Unnatural Looking

An artist had just completed painting "Daybreak," a picture of the palatial dwelling of his millionaire client as it looked at dawn.

"It's correct in every detail except one," said the owner, critically.

"What is that?" asked the artist.

"My son should be trying to fit his key in the front door."

Pity Where Pity Is Due

An enthusiastic hunter once got on the trail of a wildcat. He kept close on the cat's trail until at last it took to a clearing, in which was situated a cabin. Watching the cat from the fringe of trees, the hunter heard a woman's voice coming in loud tones from the cabin.

He rushed around to the front where the woman's husband sat rocking himself comfortably.

"Is your wife in there?" gasped the hunter.

"Yes, she is," replied the husband.

"Well, stir yourself then, man! A wildcat just jumped in the back window!"

"That so? Well, jes' let him git out the best way he can. I got no use for them critters, anyway, an' I'm danged if I'm goin' to risk my life to help him."

Logical

Rachel's mother was accustomed to lay out her daddy's wearing apparel each morning. This morning she had forgotten to put a shirt with the rest of the clothing. Daddy was jokingly complaining about the matter to her, and said:—

"What would you do in a case like that, Rachel—get a divorce?"

"No," answered Rachel, disgustedly, "I'd get a shirt."

Heredity

"Grandma," said little Gene one day, "which of my parents do I resemble?"

"Both," the grandmother answered. "You have your mother's remarkable capacity for spending money and your father's genius for not making it."—The Pathfinder.

The Fatal Turn

Two doctors were discussing the sudden death of George Brown.

"I hear old George died from a sprained back."

"No; he had a sprained back, but died of an accident."

"An accident?"

"Yes, they rubbed his back with alcohol."

"Did it poison him?"

"No, but he broke his neck trying to lick it off."

Tuning In On Grandpa

Grandpa was dozing in his armchair and emitting sounds that might have come from a combination mule and buzzsaw. As mother entered the room she saw Bobby twisting one of his grandpa's vest buttons.

"What are you doing?" she asked. "You know you musn't disturb grandpa."

"I'm not 'sturbing him," was the reply. "I was just trying to tune him in on something different from what he's givin' us."

Knows Her Nuts and Bolts

Identity of the young lady is withheld, but the memory of her answer lingers on with the instructor conducting a science course at a local high school. One of the requirements in the written quiz was: "Define a bolt and a nut, and explain the difference, if any." The girl wrote:—

"A bolt is a thing like a stick of hard metal, such as iron, with a square bunch on one end and a lot of scratching wound around the other end. A nut is similar to a bolt, only just the opposite, being a hole in a little chunk of iron sawed off short with wrinkles around the inside of the hole."

The startled instructor marked that one with a "large A."

Forward Yet Polite

Sometimes it is necessary to use force in maintaining order in some of the branch libraries of the city. A branch librarian was vigorously propelling a boy before her on his way to the door, with her hand on his collar, when he turned around, saying politely: "Excuse me for walking in front of you."—Indianapolis News.

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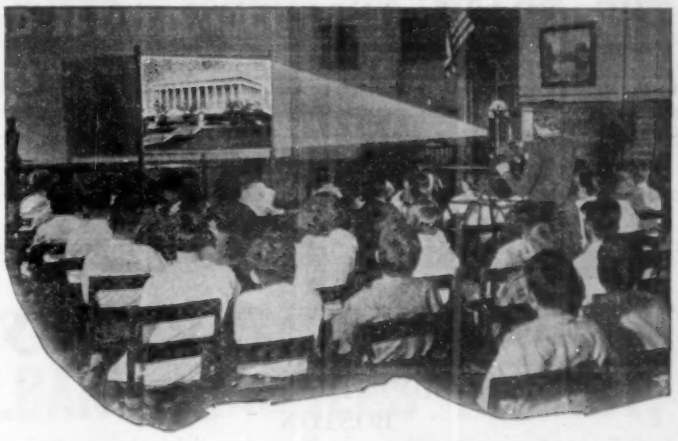

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The Department of Humane Education of the American Society for the Prevention of Cruelty to Animals publishes a complete assortment of literature for the use of teachers, and will furnish sample sets to all interested from their booth during the Cleveland convention.

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"If you hold your nose to the grindstone rough,
And hold it down there long enough,
You will soon forget there is any such thing
As the brooks that babble and the birds that sing.
These three things will your world compose:
Just you and the stone and your darned old nose."

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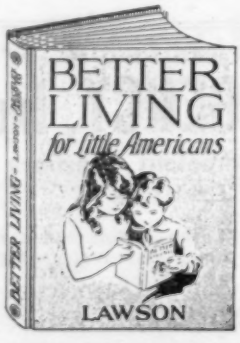

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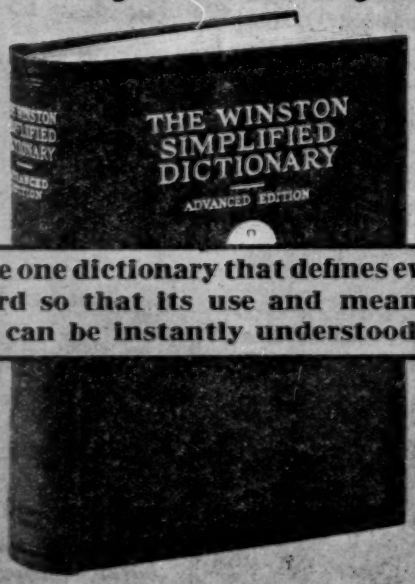

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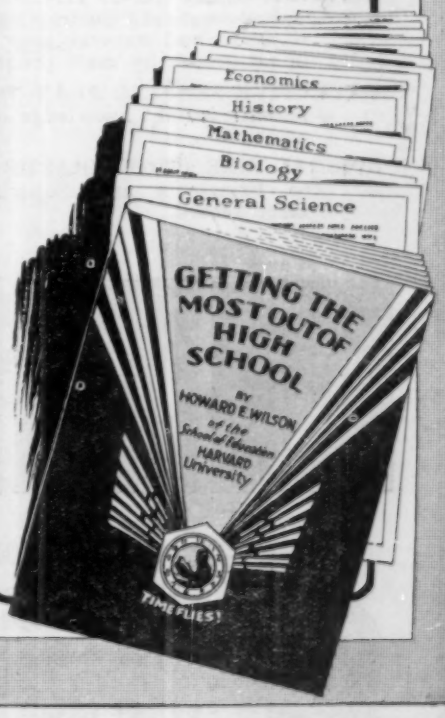

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